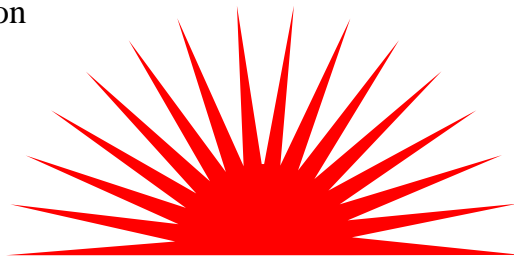




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Department of Education

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Special Education Monitoring Alert



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Alert to Special Education Directors – What does Indirect Service look like?

The provision of special education services through an indirect model (sometimes called a consultant model) is a tricky thing. For a child to be eligible for special education, s/he must have a disability AND be in need of special education. It is a two-pronged test. So the big question is, for an indirect model, is the service being provided enough to be called special education or is it simply a 504 accommodation or good teaching?

The IDEA '04 regulations (§300.115) indicate that each public agency must ensure that a continuum of placements is available to meet the unique needs of children with disabilities enrolled in their school(s). This includes “instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions” and “resource room or itinerant instruction in conjunction with regular class placement.” There is a clear preference in the law for students to remain in the general education classroom whenever appropriate progress can be achieved in that manner.

So, we are back to the question – how much is enough? The following chart was developed by ADE/ESS to help resolve the issue.

Enough	Not Enough
Sped teacher delivers direct instruction to the student in the general education classroom	Sped teacher's role is limited to administrative tasks such as evaluation and/or IEP development & paperwork
Sped teacher conducts frequent observations and reviews progress on an ongoing basis in order to make recommendations for instructional adaptations and changes	Sped teacher drops in occasionally and asks the general education teacher “How’s it going?” The general education teacher needs no assistance from a sped teacher for instructional or curricular changes
With some or all of the above supports, the student is making progress	With no supports, the student is making adequate progress (dismiss from sped) OR the student is not making progress (additional sped support needed)

What would one see when looking at an indirect service model to determine if it really is special education? All of the following would be necessary:

- There is documentation of the services provided on behalf of the child by the special educator (logs of contact with the child and/or general education teacher, written recommendations, observation notes).
- The general education teacher can describe the modifications in instruction or curriculum that resulted from the input from the special education teacher.
- The special education teacher can articulate the unique needs of the child and describe his/her individual adaptations in instruction.
- The progress of the child is well documented and adequate to meet IEP goals.

If you are concerned about passing the test, ask your ADE/ESS specialist to help you evaluate your model.